

utah public  
education

2004–05



Annual  
Report  
of the State Superintendent of Public  
INSTRUCTION

Patti Harrington, Ed.D., State Superintendent of Public Instruction

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*Inside cover*

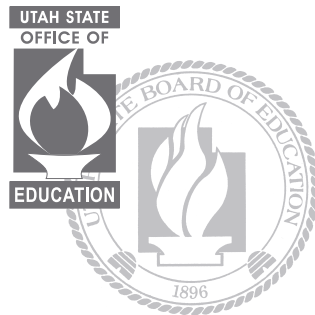
Annual Report of the State Superintendent of  
**PUBLIC INSTRUCTION**

*Leadership, Service, Accountability*

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State Superintendent of Public Instruction

FY 2004-05





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9/8/2005



# GREETINGS from the Superintendent

## Dear Parents, Students, Educators, and Taxpayers of Utah:

Utah has one of the most efficient and effective public education systems in the United States. Paradoxically, Utah spends the lowest amount per student in the nation, yet pays a high percentage of every tax dollar into public education. This paradox is explained by the large number of children per family in the state, which of course provides both a challenge and a blessing to our state.



Utah's public schools help our children to learn and thrive, and are comprehensive in services and activities. Recent state legislation and actions of the Utah State Board of Education have ensured greater rigor in our classrooms and a focus on key standards of reading, writing, math, and science. The State Board continues to emphasize the value of fine arts, world languages, physical activities and education, civic and character education, social studies, service learning, and career and technical education.

This report contains statistical data necessary to meet the statutory directive in Utah Code (53A-1-301). These data provide a rich source of information about the condition of Utah's public schools. This report also provides vital information about the success of Utah's students and the state's focus on core academics, competency-based education, and progress-based assessments.

The report provides early evidence of outstanding work by students, parents, teachers, principals, and district and state leaders. While the progress is upward, there is still much to be done as we work toward success for every child, provide equitable learning opportunities to all, build an active and informed citizenry for our future, and ensure a rigorous and seamless system of learning from preschool through university studies. If you wish to understand in greater detail any of the items in this report, I encourage you to visit the USOE website, [www.schools.utah.gov](http://www.schools.utah.gov), or call the office at (801) 538-7500.

It is my great pleasure to serve the students of Utah and to stimulate the work of education in our state. Nothing is more vital to our well-being, democracy, and economy than wonderfully educated youth. We anxiously reach out to parents to assist in that endeavor.

Sincerely,

*Patti Harrington*

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction





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# MISSION statement and key & PRINCIPLES

In September 2004, the Utah State Office of Education (USOE) adopted a mission statement that brings student achievement into focus:

**The mission of the Utah State Office of Education is to facilitate high levels of student achievement and educator quality in service to the Utah State Board of Education, by assisting districts and schools in their drive toward excellence through statewide leadership, service, and accountability.**

In addition, a full strategic plan is in place with many Utah voices included in its composition.



# LEADERSHIP

The Utah State Board of Education, governor's office, Utah State Legislature, and Utah System of Higher Education have worked in concert on several methods by which to increase student achievement and provide excellent opportunities for Utah's children and adults. As they relate to K–12 learning,

Senate Bill 154—Public Education Amendments (2003),  
Senate Bill 230—Reading Achievement Program (2004),  
and

Senate Bill 185—Public Education Amendments (2004)  
have given shape to the State Board of Education's initiative on standards-based education (also called competency-based instruction)—a plan that focuses on core academics and measures students' abilities through progress-based assessments.

## STANDARDS-BASED EDUCATION HAS CREATED A LASER-LIKE FOCUS ON STUDENT ACHIEVEMENT

**Utah's educational results** are outstanding and the envy of many in the United States, especially when compared to the dollars spent per child for public education. Our public, parents, educators, and state leaders can be pleased with the excellence of Utah's classrooms, as our schools are engines of industry and achievement.

**The desire for all students** to be better prepared for higher education and work opportunities resulted in the adoption of standards-based education. Utah launched the first phase, the Kindergarten Through Third Grade Reading Achievement Program, in 2004, supported by Senate Bill 230 (2004). The K–3 Reading Program requires districts to submit a plan to reach the state's goal of having third graders reading at or above grade level. The district reading proficiency plans incorporate the following components:

1. Reading performance standards
2. Best “first strike” teaching strategies
3. Assessment (ongoing and deliberate fall and spring assessments)
4. Tutoring and summer studies
5. Specific, measurable goals that are based upon gain scores

**DISTRICTS ESTABLISH** ongoing assessments to screen, diagnose, and monitor progress leading to proficiency. Annually, for three consecutive years, districts will report revenue and expenditures in addition to measurable performance goals for all students with reading proficiency. If goals are not met, the plan must be revised, or funding terminated.

**District plans demonstrate** thoughtful integration of comprehensive reading reform. District literacy coaches, ongoing assessments, full-day kindergarten, extended literacy time, interventions, and professional development are examples of the numerous outstanding plans integrated in grades K–3 in every school.

*“It is very important to grasp that . . . leadership is not just about humility and modesty. It is equally about ferocious resolve, an almost stoic determination to do whatever needs to be done to make the company [organization or school] great.”*

Jim Collins, *Good to Great*,  
Harper Collins, New York, 2001.

**IT IS THE INTENTION** of the Utah State Board of Education to expand standards-based instruction as legislative funding is allocated for specific interventions. Each phase will include:

1. Clear communication of standards to parents and students.
2. Use of ongoing assessments and data to target instruction.
3. Remediation and intervention strategies that have a proven track record and that emphasize specific, personalized solutions to learning problems.
4. Monitoring and reporting the progress of individual students.

## *Expanded student choice meets individual needs.*

**THE ELECTRONIC HIGH SCHOOL** (EHS) serves thousands of Utah's students. The Electronic High School has been in operation since 1994 and provides a wide variety of courses for students in Utah and throughout the world. It is fully accredited by the Northwest Association of Accredited Schools. EHS courses have been developed by master teachers and are correlated with the Utah State Core Curriculum with a flexible, open-entry/open-exit competency-based curriculum.



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EHS is now the largest such high school in the United States, with more than 42,000 students enrolled. It serves five major groups of students:

1. Students needing to make up credit.
2. Students who wish to take a class not available at their local school.
3. Students who wish to earn additional credits to accelerate graduation.
4. Students who have dropped out of school and whose class has already graduated.
5. Home-schooled students.

EHS courses are free to Utah students. Students who live outside Utah are charged \$100 per semester per course. Some courses require a textbook or other course materials which the student must acquire.

EHS is able to grant high school diplomas to a restricted group of students: those who are home-schooled exclusively, those who have dropped out of high school and whose class has graduated, and district referrals.

**CHARTER SCHOOLS** give parents a unique public school choice. Charter schools are public schools open to all students. They operate on public funds, without tuition. The goal of charter schools is to provide options for students and parents. Utah charter schools serve students with a wide range of abilities and from a variety of cultural and ethnic backgrounds. As a group, Utah charter schools utilize diverse instructional approaches, and each has a unique academic environment.

In 2004, there were 29 charter schools operating in Utah, with ten more approved to open in the fall of 2005. Charter school enrollments continue to



increase with the addition of new charter schools, bringing the enrollment to 6,237 students in 2004–05.

**A new Charter School Board** oversees charter school quality. The State Charter School Board, consisting of seven members appointed by the governor, was created in the 2004 Legislative Session. The State Charter School Board has the power to:

1. Authorize and promote the establishment of charter schools.
2. Annually review and evaluate the performance of charter schools authorized by the State Charter School Board and hold the schools accountable for their performance.
3. Monitor charter schools authorized by the State Charter School Board for compliance with federal and state laws, rules, and regulations.
4. Provide technical support to charter schools and persons seeking to establish charter schools.

Additional information concerning Utah's charter schools can be found at [www.schools.utah.gov/charterschools](http://www.schools.utah.gov/charterschools).

**THE NEWLY FORMED K–16 ALLIANCE** will expand learning options. The transition from high school to college can be confusing and intimidating to some students; further, both the K–12 and higher education systems benefit when they share data, assessment, rigorous goals, and proven practices. Helping students make the transition from high school to college is the purpose of the Alliance, formed in fall 2005 to ensure assistance of students into college or post-high school studies.

**ADVANCED PLACEMENT** participation and success in Utah exceeds that of most states in the nation. Accelerated, in-depth curriculum and increased rigor typify Advanced Placement (AP) classes. AP classes are offered in most high schools throughout the state and can generate college credit. This past year there was an increase in the total number of exams taken by Utah high school students—from 20,972 in 2003 to 21,937 in 2004. The percentage of students passing AP exams is 68.1 percent, compared to the national passing rate of 59.7 percent. Utah has more students taking AP classes than most states and a far greater success ratio than is seen nationally.

**Utah and National Advanced Placement Performance  
for 2004 and 2005**

Year	Number of Tests Taken		Number of Tests Passed		Percentage of Tests Passed		Number of Test Takers	
	2004	2005	2004	2005	2004	2005	2004	2005
<b>UTAH</b>	<b>21,937</b>	<b>23,133</b>	<b>14,947</b>	<b>15,145</b>	<b>68.10%</b>	<b>65.46%</b>	<b>13,338</b>	<b>14,105</b>
<b>NATION</b>	1,557,951	1,747,852	929,814	1,006,128	59.70%	57.56%	912,733	1,017,06

**CONCURRENT ENROLLMENT** allows high school students to start college while in high school—thereby moving more rapidly through school by enrolling in college courses prior to high school graduation. Credit for both high school and college is generated in concurrent enrollment classes. Student participation in these classes has grown from 11,725 students in 1996 to 23,384 in 2004. Students earned 153,727 university semester hours in 2003–04.

**The concurrent enrollment program** allows accelerated students to earn an associate's degree on the evening they are awarded their high school diploma, as well as qualifying them for the 21st Century Scholarship, which pays 75 percent of the remaining college tuition. This is a great opportunity for students who are academically and emotionally prepared to excel and take advantage of their high school experience to advance post-secondary pursuits.

## CONCURRENT ENROLLMENT

Student Participation History		Credit History	
Year	Number of Students	Year	Credit Hours*
1996–97	13,691	1996–97	157,928 quarter hours
1997–98	18,033	1997–98	167,170 quarter hours
1998–99	19,744	1998–99	127,693.5 semester hours**
1999–00	20,506	1999–00	126,986 semester hours
2000–01	19,822	2000–01	125,746 semester hours
2001–02	20,663	2001–02	133,746 semester hours
2002–03	21,875	2002–03	146,916 semester hours
2003–04	23,384	2003–04	153,727 semester hours***
2004–05	26,680	2004–05	177,658 semester hours***

\* Hours earned generate funds in the following year.

\*\* Cache District adjustment

\*\*\* Total reflects number of semester hours funded (credits over 30 hours taken out)

## *Civics, character education, and academic service learning bring wisdom to learning.*

**CHARACTER DEVELOPMENT AND CIVIC ENGAGEMENT** are fundamental goals of our system of education. All efforts to teach critical thinking, analysis, computation, literacy, reasoning, creativity, and artistic expression focus on producing an enlightened and involved citizenry. Academic Service Learning, which links mastery of Core Curriculum objectives to community service, is a vehicle through which students gain practical experience in meaningful civic participation and the pursuit of the democratic ideal of the common good. Education exists to promote an informed citizenry armed with knowledge, skills and dispositions that foster strong character and involvement in democratic processes.

# SERVICE

## PROVEN STRATEGIES UTILIZE TAXPAYER DOLLARS WISELY

**The largest share** of the public education dollar supports general instruction in traditional classrooms. It is vital that schools provide outstanding primary instruction in those classrooms where we have our best “first strike” efforts at work. With that in mind, the Utah State Office of Education regularly screens programs, practices, and textbooks to ensure that they tightly match Utah’s Core Curriculum and that they have a proven track record for increasing student achievement. The Instructional Materials Commission reviews thousands of materials each year, recommending those titles that will advance student learning in Utah and reflect the important values of our communities.

With 40 school districts and dozens of charter schools, learning from one another is vital. In district leadership team meetings, educators are regularly convened over matters of accountability, standards-based instruction, and progress-based assessment. In such meetings, best practices are highlighted and results shared. While many educators are provided with help from the USOE, most critical is the attention given to teachers and principals. National research indicates that of all the factors “controlled” by public education in positively influencing student achievement, teacher quality is number one and principal quality is number two. This research is riveting the attention of educational leaders throughout the state.

## CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT

The Utah State Office of Education provides Core Curriculum-based professional development to teachers in every grade, subject, and district in Utah. This professional development meets the criteria established by the U.S. Department of Education to be considered high quality. Below are described only a few examples of the many ongoing professional development activities that occur annually.

**The Elementary Core Academy** focuses on key standards of learning. The Elementary Core Academy provides kindergarten through sixth grade teachers with professional development to improve instruction, achievement, and learning for Utah students. This professional development program focuses on the Utah Core Curriculum and emphasizes meaningful classroom practices for quality instruction and assessment.

Over 3,000 elementary teachers participated in the Elementary Core Academy during each of the past three years. The 2006 Elementary Core Academy will be held in seventeen locations throughout the state, and will provide professional development for nearly 4,000 elementary teachers. The Utah State Office of Education, in partnership with every school district, WestEd, and Utah State University, sponsors the Elementary Core Academy.

*“There is a higher standard of leadership, in which integrity based on a single standard of conduct is central, a spirit of service is imperative, and decisions and actions are bound by moral principles.”*

Keshavan Nair, *A Higher Standard of Leadership: Lessons from the Life of Gandhi*, Berrett-Koehler, San Francisco, 1994.

**Principals Literacy Institute** provides elementary principals throughout Utah with research-based practices and instructional leadership skills to improve literacy in their schools.

**Improving literacy in rural schools.** This USOE project provided a year-long professional development opportunity for 105 elementary teachers to improve their literacy instructional skills. The training provided state and national presentations on research-based practices, as well as site visits to exemplary literacy programs across the state. This is in addition to dozens of similar efforts to improve instruction in literacy.

**Secondary subject-specific endorsement courses.** The Utah Office of Education, in partnership with each of the universities in Utah and all districts, provides secondary teachers with professional development classes that meet the requirements for university credit for subject-specific endorsement courses. The courses generally occur during the summer, with courses offered in a three-year cycle.

**Principals are trained and evaluated for today's classroom demands.** The Utah State Board of Education (USBE) is calling for a careful review of training expectations for principals as they complete their higher education coursework to obtain an administrative certificate. The USBE is also newly requiring more frequent evaluation of principals, looking to ensure that principals are setting a school climate for high academic results as well as safety and high student self-esteem.

## *Outstanding leadership must create vision in all schools.*

**PROVIDING A QUALITY EDUCATION** for all students is a shared responsibility that links students, parents, teachers, administrators, and policymakers. Everyone who has a stake in education needs to be actively involved in ensuring accountability for educational excellence.

**All good schools** have one thing in common: good teachers. Top-quality teaching fosters high student achievement. High achievers can harness their talents and energies to become successful, contributing citizens. With student enrollments increasing by approximately 140,000 students through 2015, there is a need for active involvement in recruiting, supporting, and retaining quality educators for Utah's students. The USOE is actively working with legislators, educators, parents, students, and higher education in addressing ways to ensure a quality teaching force for our schools.

It is recognized that good teaching does not take place in a vacuum. Developing a culture of performance in our schools—which requires, among other things, an orderly and disciplined learning environment, parental involvement, and a coherent academic program—is impossible without strong leadership from principals. It has often been said, “As the principal goes, so goes the school.” It is crucial that the USOE continues to work with higher education and school districts to ensure the quality of training and preparation that our administrators receive.

## USOE'S MYRIAD SERVICES

In addition to helping to maintain an urgent, laser-like focus on key standards of learning, the USOE provides myriad services to school districts and to local and state policymakers. These services include:

1. Implementation of educational legislation enacted by the Utah State Legislature.
2. Implementation of educational legislation enacted by the U.S. Congress.
3. Leadership for a seamless Pre-K–16 state education system through the K–16 Alliance.
4. Specific support for, and communication with, the Utah Legislature and executive branch on public education issues.
5. Linkage with multiple and various agencies that serve the interests of children and their families (e.g., the Division of Workforce Services, Utah Schools for the Deaf and the Blind, the Division of Child and Family Services, the court system, etc.).
6. Leadership in implementing and disseminating innovative best practices and programs.
7. Technical assistance to districts and schools.
8. Research and data analysis to inform instruction and measure performance.
9. Management and coordination of statewide data collection, storage, and access.
10. Continually updated academic content standards (Core standards).
11. Timely assessment tied to the Core Curriculum, elements of U-PASS, and standards-based programs and practices.
12. Professional development toward increasing student achievement.
13. Licensure and relicensure services.
14. Program and instructional leadership, implementation, dissemination, and innovation.
15. Communication and collaboration at all levels of education and from all areas of the state.
16. Fiscal allocation and accountability for state and federal programs.
17. Legal information and assistance.
18. Grant acquisition and allocation.
19. Specific services for small districts and schools.
20. Procedures to ensure that districts are accountable for the implementation of state and federal legislation, State Board policies, and fiscal requirements.
21. Accountability for the accurate reporting of student outcomes in districts, schools, and education service programs.

As a state agency, the USOE is directed by the Utah State Board of Education and also stands at the service of the Governor of Utah and the Utah State Legislature.

*“If we don’t step up to the challenge of finding and supporting the best teachers, we’ll undermine everything else we are trying to do to improve our schools. That’s a conscious decision that would threaten our economic strength, political fabric, and stability as a nation. It’s exactly that clear-cut.”*

Louis V. Gerstner, Jr.  
Chairman  
The Teaching Commission  
Former Chairman, IBM



# ACCOUNTABILITY

**THE MOST IMPORTANT PURPOSE** of any accountability system is to provide data to teachers and parents about the performance of their students. Regular classroom assessment conducted by the teacher in the classroom provides the most helpful information. Great teachers use assessment to adjust their instruction and provide the individualized help or direction children may need to advance or remediate their learning. Vigilant parents utilize this information to assist in learning at home and to gauge the success and happiness of children at school.

*Teacher and parent access to student achievement data is vital.*

Beginning in 2006, parents and educators will be able to find detailed, disaggregated data for each state-generated assessment on the USOE website. The new U-PASS report card will allow anyone accessing the web to view data for schools and districts, down to each grade level.

## **TIMELY CRITERION-REFERENCED TEST RESULTS ALLOW PARENTS AND EDUCATORS TO MAKE STRATEGIC INSTRUCTIONAL CHOICES**

**Technology advancements** continue to accelerate the distribution of information to teachers and parents. The USOE provides districts with the opportunity to implement its Student Information System (SIS). The SIS program provides immediate information to parents. Parents may sign on with a protected password and view their child's schedule, attendance, and classroom performance data. SIS also allows parents and teachers to communicate concerns about student achievement.

**COGNOS** is another technology tool providing districts, schools, classrooms, and teachers with information on student testing and trends. Districts are using COGNOS for state and local assessments, as well as a variety of other demographic and program data. COGNOS allows teachers and administrators to monitor student level data for a variety of purposes.

## **THE UTAH PERFORMANCE ASSESSMENT SYSTEM FOR STUDENTS (U-PASS) HOLDS THE SYSTEM ACCOUNTABLE**

In 2000, the Utah State Legislature enacted the Utah Performance Assessment System for Students (U-PASS) as Utah's accountability plan. U-PASS calls for multiple lines of evidence in assessing and evaluating the effectiveness of programs in public and charter schools, and is stimulating student achievement across the state. U-PASS information may be used to recognize excellence and to identify the need for additional resources to assure educational opportunities for all students.

Beginning with the 2003–04 school year, Criterion-Referenced Test (CRT) results for English/language arts, mathematics and science, and the Direct Writing Assessment (DWA) are being used to identify subject areas, populations, and schools that need additional help. The results of the Utah Basic Skills Competency Test (UBSCT) will be added in 2006. This identification report will show the current status of proficiency and growth/improvement over the previous year. U-PASS will also report student performance based on information that is disaggregated with respect to race, ethnicity, gender,



limited English proficiency, mobility, and students who qualify for free or reduced-price school lunch. Disaggregated reports will provide good information to help ensure that every child succeeds.

**The U-PASS Accountability Plan** will identify every student in the state as either *Achieved the State Level of Performance* or *Needs Assistance*. This accountability plan uses multiple assessments and indicators, with a focus on the individual progress of each student. Each U-PASS school report will show the status and progress for the total school and each subgroup.

The first report using data from the 2004–05 school year will be available to the public in 2006. For following years, the U-PASS report will be available to each district for a thirty-day review no later than September. The report will then be available to the public. The U-PASS report is a web-based report that provides detailed, disaggregated information.

## NO CHILD LEFT BEHIND'S PREMISE DUPLICATES THE RIGOROUS NATURE OF U-PASS



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**No Child Left Behind (NCLB)** is the federal plan for school accountability, and replicates some aspects of U-PASS while regulating several other Utah educational matters. Due to the U.S. Department of Education's refusal to recognize Utah's U-PASS system as its only system for accountability, Utah now maintains a dual accountability system using the state accountability system of U-PASS and the federal accountability system of NCLB. The Utah Legislature has directed Utah schools to use U-PASS as their primary accountability system and NCLB as their secondary accountability system.

NCLB continues to identify schools in need of improvement and regulate matters related to licensure and many other parts of Utah's education system.

Recently announced flexibility in NCLB includes a two percent student with disability flexibility, English language learners flexibility, and growth model flexibility. These flexible programs have yet to be specifically defined, as has acceptance of Utah's participation in these programs.

Utah is currently in full compliance with NCLB, yet is feeling stretched in its resources to meet the detailed requirements of the law. Utah will continue to embrace the spirit of NCLB, which is the same spirit that created U-PASS.



### CRITERION-REFERENCED TESTS (CRTS) GAUGE END-OF-YEAR PERFORMANCE

The Utah State Office of Education has developed a strong K–12 Core Curriculum across all content areas with standards for students to master. Districts annually review student proficiencies and establish goals. Criterion-Referenced Tests (CRTs) are the basis for most annual goal setting and staff development, and are administered during a five-week window each spring. Students are tested in grades 1–11 in English/language arts, grades 1–12 in mathematics, and grades 4–12 in science. The CRT results play a central role in measuring progress in the Utah Performance Assessment System for Students (U-PASS), and are also used in association with the federal No Child Left Behind Act. The 2005 CRT results document 77 percent of Utah students proficient in English/language arts, 72 percent of Utah students proficient in mathematics, and 62 percent of Utah students proficient in science.

### CRT STUDENT PROFICIENCY Percentages

English Language Arts, Math, and Science

	LANGUAGE ARTS				MATHEMATICS				SCIENCE			
▼ Subgroup	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
Utah Total	77.06	79.81	76.44	76.78	70.57	74.24	70.48	71.83	70.19	68.82	60.58	62.23
African American	59.40	62.53	58.58	58.54	50.09	53.68	58.58	50.85	45.47	43.99	34.61	38.10
American Indian	48.35	52.42	49.98	51.79	44.83	48.54	49.98	48.68	36.70	35.14	28.02	30.30
Asian	76.42	80.13	78.00	78.44	74.69	78.15	75.62	77.63	68.11	68.94	60.41	63.46
Caucasian	80.60	82.91	80.99	81.45	73.97	77.80	74.81	76.06	74.82	72.97	66.15	67.90
Hispanic	63.00	54.70	49.86	50.97	49.55	53.00	47.65	50.18	39.86	37.15	28.82	31.31
Pacific Islander	52.54	65.38	60.30	62.53	49.55	60.14	60.30	59.61	44.23	43.17	31.98	35.53
Economically Disadvantaged	64.85	67.13	62.86	63.69	75.34	63.67	59.11	60.82	54.89	53.03	44.05	46.33
English Language Learners	50.41	50.44	43.35	43.69	48.07	50.80	44.91	46.85	37.52	32.95	22.11	23.40
Students with Disabilities	41.04	39.98	38.76	40.11	40.00	41.74	40.02	41.40	34.31	31.90	23.84	26.27

2004 assessments established a new base line, using a standard validation process to establish scaled scores and to make necessary adjustments to prepare for the U-PASS growth model and to meet SB 154 expectations. As a result, 2004 scores cannot be compared to scores for previous years.

Utah State Office of Education—Assessment and Accountability 12/1/05

## THE UTAH BASIC SKILLS COMPETENCY TEST (UBSCT) PREPARES STUDENTS FOR GRADUATION

**The 1998 Utah State Legislature** mandated that all students receiving a basic Utah high school diploma must pass the Utah Basic Skills Competency Test (UBSCT), beginning with the graduating class of 2006. Students will be given five opportunities to pass the test between the spring of their sophomore year and the spring of their senior year.

The first administration of the UBSCT was given in February 2004 to the graduating class of 2006, as sophomores. Following the first administration, 83 percent of Utah sophomores taking the UBSCT successfully passed the reading portion, 72 percent passed the writing portion, and 67 percent passed the mathematics portion.

The graduating class of 2006, after four opportunities to take the UBSCT, has passing percentages of 97 percent in reading, 87 percent in math, and 93 percent in writing.

The graduating class of 2007, after two opportunities to take the UBSCT, has passing percentages of 91 percent in reading, 77 percent in math, and 83 percent in writing.

## NORM-REFERENCED TESTS PROVIDE NATIONALLY COMPARATIVE DATA

**The Utah State Legislature** has mandated that all students in grades 3, 5, 8, and 11 annually take a norm-referenced test. This allows the legislature, school officials, and parents to compare students in Utah to students across the nation. This legislation began in the late 1980s with students taking the Stanford Achievement Test (SAT), followed by the Stanford-9 (SAT-9), then by the present norm-referenced test—the Iowa Test of Basic Skills (ITBS) for grades 3, 5, and 8, and the Iowa Test of Educational Development (ITED) for grade 11.

**The first administration** of the ITBS/ITED began in the fall of the 2004–05 school year. A norm-referenced test (NRT) is usually valid for approximately five years, after which it is re-normed and a new version is drafted. Reasons for changing to the Iowa tests included changes in funding and the smaller amount of time required for testing in the elementary grades. There is no comparability between the SAT–9 and the ITBS/ITED.



# SECTION 2

## Summary of Statistics and Financial Data

**Data files 2004-2005**

**<http://www.schools.utah.gov/finance/other/AnnualReport/ar2005.htm>**